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ABSTRACT

The report reviews the Colorado Migrant Education Resource Center's (CoMERC's) progress from September 1980 through September 1981 in accomplishing the following goals: conducting needs assessment for training and for migrant education materials; providing training and technical and programatic assistance to local education agencies (LEA's); piloting and field testing materials developed by CoMERC and LEA's organizing a communication and coordination network of all LEA's, Colorado Department of Education (CDE), and institutes of higher education in the proposed service region to foster close working relationships; augmenting CoMERC's collection of instructional and professional materials for purpose of review and analysis and for use in staff development services; and assisting LEA's to establish material collections according to their unique needs. An organizational chart depicts the responsibilities of the CDE migrant education supervisor, the Northern Colorado Educational Board of Cooperative Services Board of Directors and executive director, and CoMERC's director and professional staff. Staff reports from CoMERC's director and evaluation, staff development, and materials and curriculum consultants describe the year's progress from each of their perspectives. Specific services provided, activities undertaken, feedback from project personnel, and dissemination efforts are summarized. Appended is a listing of the component objectives, activities, and evaluation. (NQA)

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ANNUAL EVALUATION REPORT

OCTOBER, 1981

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Colorado Migrant Education
Resource Center
(CoMERC)
830 S. Lincoln, Longmont, CO 80501

1980-1981 EVALUATION REPORT

Prepared by
Mary Boynton

Submitted to
Colorado Department of Education
Migrant Education Unit

October, 1981

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PREFACE

In reporting the evaluation of CoMERC's second year of operation we will include a variety of types of information. The organization, background and staff responsibilities are presented for the reader who is unfamiliar with CoMERC. Next, professional staff describe the year's progress from their perspective. Following is a documentation of specific services provided and activities undertaken.

The second half of the report contains feedback from project personnel. Assessment of CoMERC accomplishments will be made by CDE personnel and appended to this report. Finally, CoMERC's dissemination efforts are described and overall conclusions are drawn.

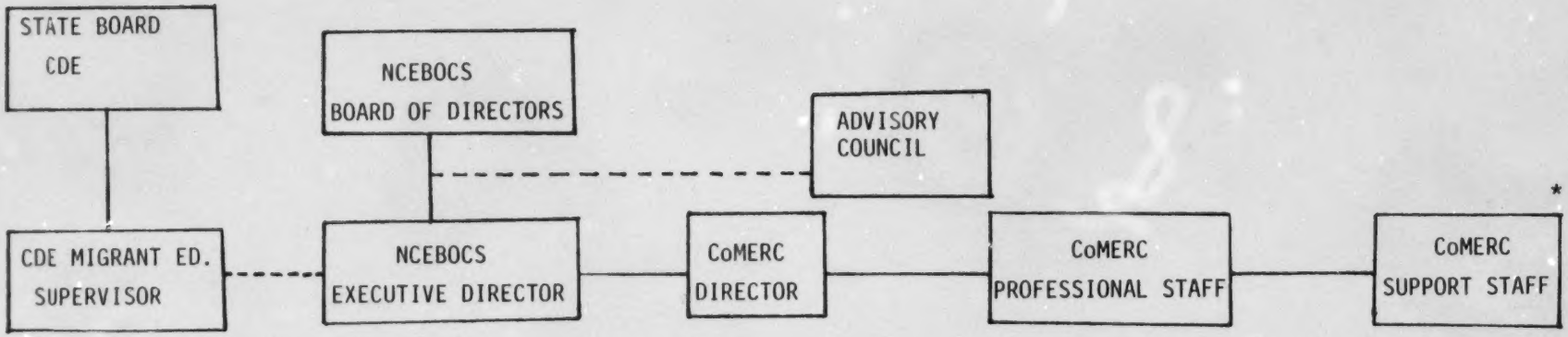
Mary Boynton, Evaluation Consultant
October 30, 1981

Organizational Chart and Responsibilities

KEY

———— = Authority

---------- = Advisory



CDE MIGRANT EDUCATION SUPERVISOR

1. Administers/supervises all state-wide migrant programs and projects.
2. Negotiates the budget for CoMERC contracts.
3. Recommends approval of CoMERC proposal and budget to the State Board of Education.
4. Attends CoMERC/CDE quarterly meetings.

NCEBOCS BOARD OF DIRECTORS

1. Sets policies that govern the functions of CoMERC.
2. Approves the CoMERC proposal.
3. Appropriates CoMERC funds.
4. Approves the employment/termination of CoMERC staff.

NCEBOCS EXECUTIVE DIRECTOR

1. Provides direct supervision to CoMERC Director.
2. Negotiates the CoMERC contract with CDE.
3. Manages all NCEBOCS fiscal functions.

CoMERC DIRECTOR

1. Is responsible for the administration of CoMERC.
2. Provides central coordination of the activities and staff for CoMERC.
3. Assists in the negotiations of CoMERC contracts.

CoMERC PROFESSIONAL STAFF

1. Is responsible for assessing the needs of personnel and projects that serve migrant children.
2. Provide activities to improve the skills of personnel who serve migrant children.
3. Provide technical assistance--to meet the specific technical needs of personnel serving migrant children.

(CONTINUED) CDE MIGRANT EDUCATION SUPERVISOR	NCEBOCS BOARD OF DIRECTORS	NCEBOCS EXECUTIVE DIRECTOR	CoMERC DIRECTOR	CoMERC PROFESSIONAL STAFF
5. Provides technical assistance to the NCEBOCS Executive Director and CoMERC Director in the development of contract.	5. Reviews progress reports.	4. Is responsible for reporting and making recommendations to the Board of Directors.	4. Is responsible for the overall direction of all CoMERC projects and for working cooperatively with other projects.	4. Communicate and coordinate with educational agencies whose services relate to meeting the educational needs of migrant children.
6. Provides Technical Assistance to the NCEBOCS Executive Director and CoMERC Director concerning CoMERC activities.				5. Augment the collection of instructional and professional resources.
				6. Review and analyze instructional and professional resources.
				7. Evaluate the impact of CoMERC services.
				8. Participate in professional growth activities.

* See Job descriptions appendix-

BACKGROUND

Information on the history and job descriptions for CoMERC is in the FY '82 Proposal (available from CoMERC). However, it is crucial to alert the reader to some trends in CoMERC's planning and functioning which have affected how the evaluation design set forth in the FY '81 Proposal was carried out.

During FY '81 there were detailed objectives, activities and evaluations for each component (see Appendix). These were used as the bases for formal reviews which took place as follows:

November 18, 1980 (at CDE)
February 24, 1981 (at CoMERC)
May 8, 1981 (CoMERC staff)

In each case a formal report was submitted to CDE outlining requested modifications to the original proposal (changes are shown in the Appendix). The documentation which supported a decision regarding progress is available at CoMERC.

On-site evaluation of inservices/sessions was conducted, kept on file at CoMERC, and shared with the person(s) requesting the session. Evaluations of materials were requested from persons checking them out--however, this was not done frequently. A questionnaire (May, '81) and interview (October, '81) were used to obtain general feedback from project personnel. Additionally, feedback on CoMERC operation was solicited at Task Force meetings (summaries on file). The Summer Institute was evaluated extensively and the report was widely disseminated.

Probably the most effective evaluation activity undertaken by CoMERC staff was the use of all of the preceding information at staff meetings. This process culminated in an extensive review of CoMERC functioning

(including procedures, systems, working relationships, attitudes and activities) at a session on September 16-17, 1981. The staff outlined 18 strengths of CoMERC, 18 weaknesses, and solutions or alternatives for improvement. Details are available for review from Richard García.

STAFF REPORTS

Richard García, Director

In reviewing my objectives for 1980-81 and going through a check of the CoMERC monthly progress report data, it appears that eight (8) of my nine (9) objectives have been addressed in one form or another.

In the area of communication and coordination with CDE's Migrant Office; this effort was done through a variety of ways--by phone, through meetings, through formal reports, at State Board meetings and through fiscal requests.

CoMERC has adopted a policy of having weekly staff meetings (with some considerations to time conflicts). The purposes of the staff meetings are: informational, decision-making, sharing of ideas, brainstorming and to a great extent, formulation of policy. Staff meetings are the setting where we consider "Requests for Services" from LEA's and decide the when, how and who, or whether more information is required. This process provides for a more efficient operation and more appropriate services.

As early as October of 1980, I was involved in the leadership of developing the NCEBOCS personnel policy manual. This task was accomplished in April of 1981. There are some things still lacking, with the most crucial being policies and procedures for the performance evaluation of professional staff.

A CoMERC User's Manual has been developed, but has not been disseminated. The dissemination will occur after CoMERC staff review, executive director review, CDE and a brief pilot study.

The Management/Evaluation Task Force was eliminated in January, 1981. Through the CDE Quarterlies and the Migrant Directors' Association CoMERC receives the necessary input for Management/Evaluation efforts. CoMERC has cooperated with the Migrant Directors' Association. We have assisted

them with information, training and facilitative efforts at their meetings.

Technical assistance in management is an area that needs improvement. There are five directors that have asked for T.A. in one form or another. I will be developing some workshops in the areas of time management and long range planning. These work sessions will be offered to all project directors and CoMERC staff.

The State Department of Education had expressed interest in the development of an administrative handbook for local program directors. My task was to provide resources to CDE in the development of such a handbook. I got as far as doing an ERIC search on other states' handbooks, then was told by CDE that the handbook would have to wait until the new federal regulations were decided upon.

Effective parent involvement models have been displayed at the Principal's Orientation and the Title I Parent Conference (FY '82). Parent training occurred through one regional and at state wide conferences, as well as the Western States conference. This area will have to be addressed both at the state and local levels, especially as the federal rules change.

CoMERC contracted a consultant to do a preliminary cost effectiveness study with follow-up planned to occur by December 30, 1981. The preliminary study has been shared with CDE and program directors.

All things considered I feel that the Management Component has sufficiently met its objectives. However, this does not mean that there is no room for improvement.

Recommendations for improvement:

Inhouse - To develop and/or refine internal systems.

External - To broaden support for CoMERC activities.

- To communicate on a regular basis with local program administrators.
- To work in improving the parent involvement training programs.

Mary Boynton, Evaluation Consultant/Newsletter Editor

If I had to rate my performance this past year on a scale of 1 to 10, I would give myself a 7 (this is up about 2 points from last year!). I feel my strongest contributions have been in the area of increased inservices and technical assistance to locals, greater coordination with CDE personnel, assistance with the Summer Institute, and heigtened self-confidence (based on having more knowledge).

In the "average" category I would have to include efforts to improve local evaluation designs, review of new materials, the Newsletter, and involvement with the Association. The work on development of designs was substantial (SPVBOCES and September, '81 session), but was not adequately individualized nor followed-up to be effective. Review of materials has been sporadic and request-oriented, rather than a more thorough survey-approach. The Newsletter has maintained itself, but has not made any great strides toward impact or communication. I feel I have supplied assistance to the Association as requested (facilitation and Local Project Resource Status Assessment), but have not sought further involvement.

Probably the least strong aspect of my functioning during the past year (other than those noted above) has been in the area of CoMERC's formative evaluation. Similar to last year, efforts have been made but have not always resulted in a smooth process of using present and past functioning in the decision-making process.

Sketchy progress was made in developing a clearinghouse for Spanish-language diagnostic/treatment resources during FY '81, however it has been addressed during the first weeks this year!

In reviewing my report from FY '80 I am struck with the amount of progress I have made in the areas of knowledge of migrant education and comfort in working with LEA personnel. Both of these are prerequisite to my major effort for FY '82, which will be to further the ability and inclination of LEA

personnel to use local resources to improve the effectiveness of evaluation in their project area.

Robert L. Mata, Staff Development Consultant

Activities in the staff development component focused on the following service delivery modes:

- service area information services
- individual project technical assistance
- individual project inservices
- regional and state workshops

Fifty-nine topic areas were addressed. (See Summary of Services, pages 10-18).

Major topic area emphasis for this year included:

- MSRTS/SIS Cross-Referencing
  a manual is now available from CoMERC which provides a compilation of all curriculum skills lists that have been cross-referenced by requesting project sites
- Staff Performance Analysis
  a generic process for local projects to use in determining size, role and responsibilities of staff. A variety of instruments and formal/informal strategies are utilized in order to achieve a true composite of program staff needs
- Model for Improved Planning of Staff Development
  component area "initial phase" whereby local programs began to look at relative independence. The model was introduced at the first meeting of the Staff Development/Curriculum-Materials Task Force in an attempt to better acquaint members with local project responsibilities in staff growth opportunities
- Migrant Education Conference Team Model
  state-wide approved process for selection of personnel to assure broad-range representation at out-of-state conferences and workshops

- CoMERC Calendar
  a monthly publication serving all local projects and CDE. Provides information on CoMERC personnel activities, local/regional/state conferences and workshops, recent publications, etc.

- CoMERC Consultant Bank
  resource publication for local/regional/state inservices. Gives name, areas of expertise, and where to contact the person.

- Teacher Center Network
  establishment of communication with 161 teacher centers nationwide.

- Principal's/Director's Handbook for Summer Programs
  development of a handbook for local projects operating summer migrant education programs. Includes twelve lessons ranging from writing the application to last minute details when termination occurs.

- Summer Institute
  (see Summer Institute Evaluation on file at CoMERC)

Efforts to coordinate expertise in staff development, educational trends and innovations were addressed through the following:

- National Inservice Network (Bloomington, Indiana)
- Institute for Educational Leadership (Washington D.C.)
- Title IV-C/National Diffusion Network

Juanita C. Segura, Materials and Curriculum Consultant

In reviewing the year's objectives for the curriculum and materials segment of the Resource Center, the following is a report of my findings.

Maintaining a curriculum library at CoMERC for the review and piloting of instructional materials was met with some success. After some research and experimenting with several cataloging systems, I established a system (based on the Dewey Decimal) that enables us to organize the shelves and

and retrieve any cataloged material. The check-out procedure was also finalized. Teachers and tutors did use the library, most of the use coming from teachers in the vicinity (see Summary of Services, page 18). However, some still did not accept nor use the materials for review and piloting. This I attribute to a semi-unstructured pilot process and to the clients' reluctance to take initiative in complying with our requests to fill in material evaluations. For the upcoming year, I'm concerting a more structured piloting process, the outcome of which I hope will be an increase in the number of check-outs.

Our collection of instructional and professional materials has grown by approximately $16,000. Our clients are kept informed of the latest acquisitions through a monthly inventory list, News, Prevues, 'N Revues. All materials are processed and are made ready for check-out by support personnel. This year two high school CETA employees, Jesse Mendez and Nga Ngo have assisted in processing the material. Jesse and Nga updated our catalog file.

Upon request, I developed a method for local project staff to determine materials needs. The method is based on one created by the University of Ohio to be used for materials for handicapped children (however, the structure is universal and not necessarily limited to the handicapped). To date, I've had few opportunities to pilot the process, but expect to receive requests for this service during the coming year.

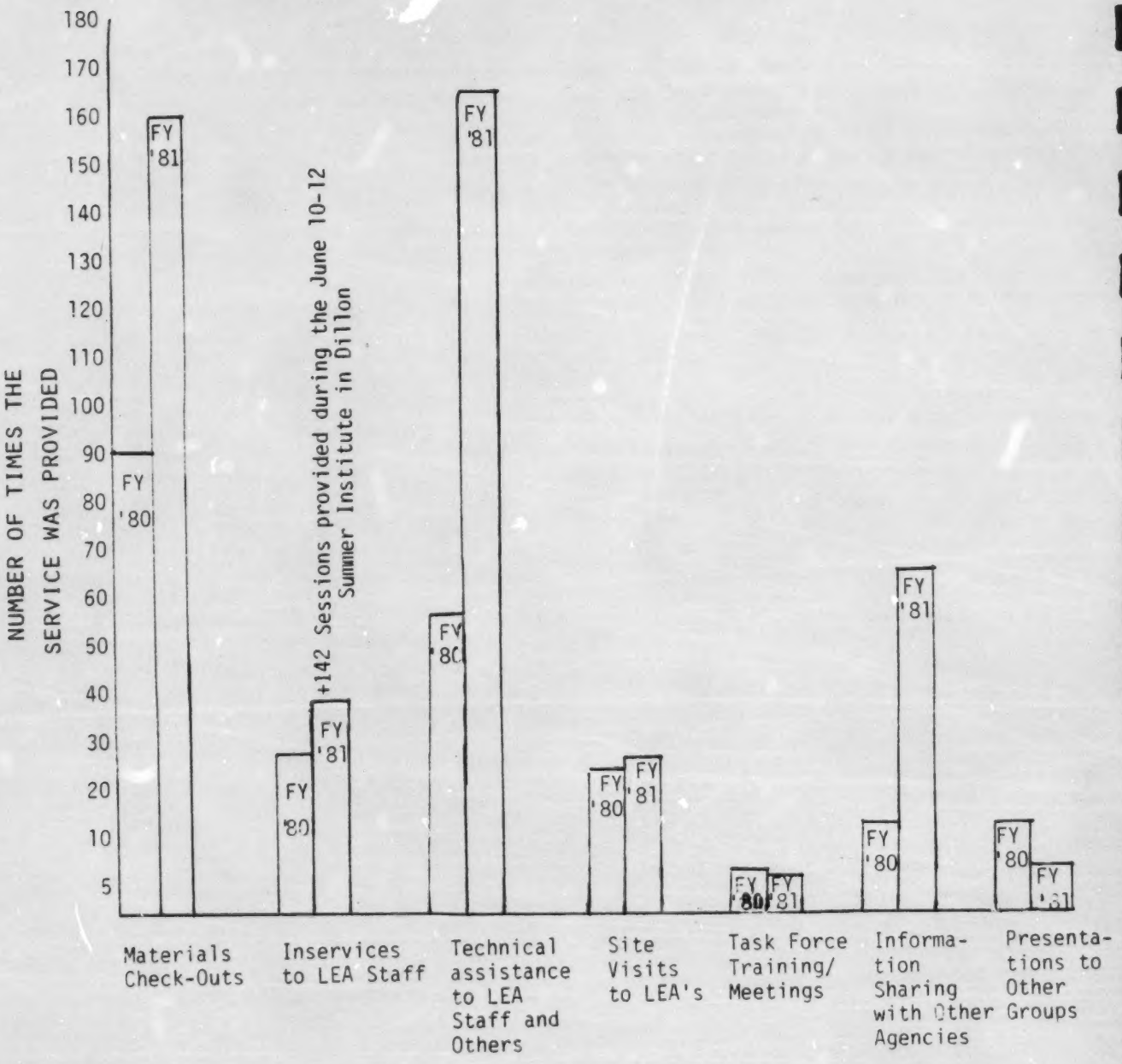
Another aspect of my position which takes a large part of my time has been providing information, training and assistance to teachers. This was accomplished both through formal inservice training and through technical assistance. Training and technical assistance was provided at regional sites, school sites, CoMERC's offices, the Migrant Education Western States Regional Conference, and CoMERC's first training institute (see Summary of Services, page 18).

To keep abreast of the latest and to keep in touch with reality, I've attended conferences, undergone training, and visited classrooms during regular and summer terms.

Last, but certainly not least, I again coordinated Reading Is Fundamental, a national reading incentive program. Over 7,000 books were purchased with $8,000 awarded to NCEBOCS by the Hill Foundation and National RIF. The entire reading collection was distributed to approximately 2,000 migrant children at 17 sites throughout Colorado. Although not part of my job description, I feel this activity has won for CoMERC the goodwill of many teachers and tutors. For 1981-82, we were fortunate to receive another grant from the Hill Foundation. The "icing on the cake" has been an increase from $2,000 to $5,000 making a total of $11,000 available for books to migrant children.

SUMMARY OF SERVICES

On the following pages we have summarized the direct services provided by CoMERC (categorized by type of service and recipient). A log has not been included since it is available in the form of monthly progress reports to CDE (on file at CoMERC). The graph below represents a comparison between FY '80 and FY '81 in services provided (for major types).



CoMERC INSERVICES AND/OR PRESENTATIONS
(FY '81)

PROJECT/AUDIENCE \ TOPICS	DIAGNOSTIC/PRESCRIPTIVE TESTING METHODS	CRITERION-REFERENCED TESTING OVERVIEW	BAKERSFIELD INDIVIDUALIZED PROCESS (BIP)	BRIGANCE DIAGNOSTIC INVENTORY	LANGUAGE ASSESSMENT SCALES (LAS)	CARTOON CONSERVATION SCALES (CCS)	USE OF RESOURCE PERSONS	PROGRAM CONTINUITY	ESL RESOURCE AWARENESS	ESL APPROACHES/METHODS	REALITY GAME	GUIDELINES FOR CROSS-REFERENCING MSRTS/SIS TO OTHER SYSTEMS	PROGRAM VISIBILITY	CoMERC MATERIALS SYSTEM	MATERIALS NEEDS SENSING	PROJECT 2210 ORIENTATION	PROJECT EVALUATION STRATEGIES	PARENT INVOLVEMENT STRATEGIES	PRINCIPALS'/DIRECTORS' ORIENTATION	SUMMER INSTITUTE (for details see pp. 12-17)	TRAINING FOR TRAINERS (Professional Development session for CoMERC staff, CDE staff and other NCEBOCS personnel
Boulder		X		X		X	X	X	X		X	X	X	X							
St. Vrain (Longmont)		X	X	X			X	X	X		X	X	X	X							
Poudre (Ft. Collins)	X	X	X				X	X	X		X	X	X	X							
Greeley 6		X	X				X	X	X		X	X	X	X							
Weld BOCES (LaSalle)		X	X				X	X	X		X	X	X	X							
WCBOCES (Montrose)		X	X				X	X	X		X	X	X	X							
ECBOCES (Burlington)		X	X				X	X	X		X	X	X	X							
Mesa 51 (Grand Junction)		X	X				X	X	X		X	X	X	X							
SPVBOCES (Ft. Morgan)		X	X				X	X	X		X	X	X	X							
Brighton	X	X					X	X	X		X	X	X	X							
NCEBOCS (inc. Parker)		X					X	X	X		X	X	X	X							
SCBOCES (Pueblo)		X	X		X		X	X	X		X	X	X	X							
SLVBOCES (Alamosa)		X			X		X	X	X	X	X	X	X	X							
Holly	X					X	X	X	X		X	X	X	X							
SEBOCES (Lamar)			X		X	X	X	X	X		X	X	X	X							
Granada		X					X	X	X	X	X	X									
AVBOCES (La Junta)		X	X		X		X	X	X		X	X	X	X		X					
Valley Re-1 (Sterling)							X	X	X		X	X									
CDE Personnel		X			X		X	X	X		X	X	X	X			X				
Others					X		X	X	X		X	X			X			X			X

INSTITUTE SCHEDULE SUMMARY

TUESDAY, JUNE 9, 1981		
6:00 p.m. - 9:00 p.m.	PRE-REGISTRATION COMPLETION	Lobby
6:00 p.m. - 9:00 p.m.	REGISTRATION	Lobby
7:00 p.m. - 8:00 p.m.	CoMERC/Consultants Meeting	Director's Room
8:00 p.m. - 9:30 p.m.	Hospitality (Cash Bar)	Holidome
WEDNESDAY, JUNE 10, 1981		
8:00 a.m. - 9:00 a.m.	PRE-REGISTRATION COMPLETION	Lobby
8:00 a.m. - 9:00 a.m.	REGISTRATION	Lobby
9:00 a.m. - 10:15 a.m.	Breakfast	Ballroom
	Opening/Introductions	
	Richard Garcia	
	Dr. Betty Hinkle	
	Key Note Address	
	"Kids Say the Most Revealing Things"	
	Ms. Sonia Berguño de Hunt, Speaker	
10:30 a.m. - 12:00 p.m.	Workshop Sessions	
12:00 p.m. - 1:30 p.m.	Lunch	Ballroom
	"Developing Cognitive Skills"	
	Dr. Edward de Avila, Speaker	
1:30 p.m. - 2:45 p.m.	Workshop Sessions	
2:45 p.m. - 3:00 p.m.	No-Host Coffee Break	Holidome
	(Coffee and Soda)	
3:00 p.m. - 4:15	Workshop Sessions	
4:15 p.m. - 5:00 p.m.	End-Of-Day Sessions	Designated Sites
	Local Projects	
6:00 p.m. - 7:30 p.m.	Dinner	Ballroom
	"Hemispheric Learning Styles"	
	Mr. Dale Vigil, Speaker	
8:00 p.m. - 10:00 p.m.	Evening Activities	Designated Sites
THURSDAY, JUNE 11, 1981		
7:30 a.m. - 8:30 a.m.	Breakfast	Ballroom
8:45 a.m. - 10:15 a.m.	Workshop Sessions	
10:15 a.m. - 10:30 a.m.	No-Host Coffee Break	Holidome
	(Coffee and Cookies)	
12:00 p.m. - 1:30 p.m.	Lunch	Ballroom
	"Motivation Maintenance"	
	Mr. Don Lucero, Speaker	
1:30 p.m. - 2:45 p.m.	Workshop Sessions	
2:45 p.m. - 3:00 p.m.	No-Host Coffee Break	Holidome
	(Coffee and Soda)	
3:00 p.m. - 4:15 p.m.	Workshop Sessions	
4:15 p.m. - 5:00 p.m.	End-Of-Day Sessions	Designated Sites
	Local Projects	
6:00 p.m. - 7:30 p.m.	Dinner	Ballroom
	"Stress Management Techniques"	
	Speakers	
	Dr. John Nicoletti	
	Ms. Lottie Flater Benz	
8:00 p.m. - 10:00 p.m.	Evening Activities	Designated Sites
FRIDAY, JUNE 12, 1981		
7:30 a.m. - 8:30 a.m.	Breakfast	Ballroom
8:45 a.m. - 10:15 a.m.	Workshop Sessions	
10:15 a.m. - 10:30 a.m.	No-Host Coffee Break	Holidome
	(Coffee and Cookies)	
10:30 a.m. - 12:00 p.m.	Workshop Sessions	
12:00 p.m. - 1:30 p.m.	Lunch	Ballroom
1:30 p.m. - 2:45 p.m.	Workshop Sessions	
2:45 p.m. - 3:15 p.m.	Closing Remarks	Ballroom

WEDNESDAY
JUNE 10, 1981*

*Refer to corresponding number in "Workshop Abstract" for a full description of the sessions.

	7:30 - 8:30 a.m.	9:00 - 10:15 a.m.	10:15 - 10:30 a.m.	10:30 a.m. - 12:00	12:00 - 1:30 p.m.	1:30 - 2:45 p.m.	2:45 - 3:00 p.m.	3:00 - 4:15 p.m.	4:15 - 5:00 p.m.	6:00 - 7:30 p.m.	8:00 - 10:00 p.m.
L Holidome			Break			Den Vigil #20 Interest Centers	Break		End of Day Sessions		EVENING ACTIVITIES
K Resource Room II						Ewy #23 ESL Issues			SE BOCES		
J Resource Room I				Jiron #12 Outdoor Ed		Medina #33 IEPS/ Lesson Plans		Cooper #24 ESL Prac	EC BOCES		
I Make & Take 3 (Holidome)				Independent #25 ESL Make & Take		Independent #25 ESL Make & Take		Independent #25 ESL Make & Take	ADAMS 27-J		
I Make & Take 2 (Holidome)									POUDRE R-1		
I Make & Take 1 (Holidome)						T Garcia #28B Rdg Make & Take		Den Vigil #20 Interest Centers	Boulder		
H Ballroom		Kids Say The Most Revealing Things Breakfast-Hunt			Developing Cognitive Skills - Lunch de Avila				AVBOCS ST VRAIN	Hemispheric Learning Styles - Dinner Vigil	
G Summit Room				Rdg Diag Pre #28A (E St Hoffman See		Cooper #21 Basic ESL		Rugg #29A Hands-on Math	MESA #51		
F Director's Room				de Avila #13 Lang Assess		Hunt #27 1st Lang Dev		T Garcia #19 Native Lang Instruct	WELD BOCES		
E Suite V				EWY #22A Advanced ESL		Rugg #29A Hands-on Math		Ewy #22A Advanced ESL	SLV BOCES		
D Suite IV				J Ramirez #2 Training for Trainers		de Avila #31 Dev Cog Skills		Dale Vigil #16 Learning Modalities	WC BOCES		
C Suite III				Dale Vigil #16 Learning Modalities		R Maria Range #9 MSRTS SIS		Rdg Prac See #28B (S)	SC BOCES		
B Suite II				T Garcia #19 Native Lang Instruct		Cordova #13 Lang Assess Pract		Rdg Resour Hoffman #28B (E)	SPV BOCES		
A Suite I				Cooper #21 Basic ESL		Rdg Pract #28B (E Hoffman		de Avila #13 Lang Assess Resource	End of Day Sessions		

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THURSDAY
JUNE 11, 1981*

*Refer to corresponding number in "Workshop Abstract" for a full description of the sessions

L Holidome		Interest Centers #20 Den. Vigil	Break	Ewy #23 ESL Issues		Den. Vigil #20 Interest Centers	Break		End of Day Sessions		
K Resource Room II		ESL Issues #23 Ewy		Den. Vigil #16 Lrng. Modal Resource		Cooper #24 ESL Prac		Den. Vigil #16 Lrng. Modal Resource	SE BOCES		
J Resource Room I		Sec. Ed Resources #88 Lucero		Cooper #24 ESL Prac		Lucero #88 Sec. Ed Resources		Nelson #25 ESL Make & Take	EC BOCES		
I Make & Take 3 (Holidome)		ESL Make & Take #25 Nelson & Vaughn		Nelson #25 ESL Make & Take		Nelson #25 ESL Make & Take		Rugg #29A Hands-on Math	ADAMS 27 J		
I Make & Take 2 (Holidome)		Hands-on Math #29A Rugg		Rugg #29A Hands-on Math		Rugg #29A Hands-on Math		Rugg #28B Rdg. Make & Take	POUDRE R-1		
I Make & Take 1 (Holidome)		Rdg. Pt I Lang. Exper Approach #28C Ratliff		T. Garcia #28B Rdg. Make & Take		T. Garcia #28B Rdg. Make & Take		T. Garcia #28B Rdg. Make & Take	Boulder		
H Ballroom	Breakfast				Motivation Maintenance Lunch - Lucero				AVBOCS ST. VRAIN	Stress Mngmnt Techniques Dinner [illegible]	EVENING ACTIVITIES
G Summit Room		Rdg. Diag./Pre #28A (E/S)		V. Wilson #32 Cultural Bias in Materials		K. Mata #11 Para prof in Clsrm		Panel #5 Fam. Night Activities	MESA #1		
F Director's Room		Basic ESL #21 Cooper		Hunt #27 1st Lang. Devel		Panel #14 Spec. Needs Children		Ewy #26 ESL in Content Area	WELD BOCES		
E Suite V		Finger Math #29B K. Mata		Boynton/ Parent #30 Summer Evaluation		Ewy #22A Advanced ESL		Hunt/ Boynton #13 Lang. Assess	SLV BOCES		
D Suite IV		Spec. Needs Children #14 Panel		Obrzut #14 Spec. Needs Children		Dale Vigil #16 Learning Modalities		Dale Vigil #16 Learning Modalities	WC BOCES		
C Suite III		Native Lang. Instruc. #19 T. Garcia		Ratliff #28C Rdg. Pt. II Lang. Exper Approach		See #28B Rdg. Resource		R. Mata Rangel #9 MSRTS/SIS	SC BOCES		
B Suite II		Lang. Assess. Prac #13 Cordova		Hoffman #28B Rdg. (E) Pract		Cordova #13 Lang. Assess Prac		Ratliff #28C Rdg. Pt. II Lang. Exper. Approach	SPV BOCES		
A Suite I		Sec. Ed Activities #88 Hunt		Medina #8A Sec. Ed IEP's		Ratliff #28C Rdg. Pt. I Lang. Exper Approach		Obrzut #14 Spec. Needs Children	End of Day Sessions		
	7:30 - 8:30 a.m.	8:45 - 10:15 a.m.	10:15 - 10:30 a.m.	10:30 a.m. - 12:00	12:00 - 1:30 p.m.	1:30 - 2:45 p.m.	2:45 - 3:00 p.m.	3:00 - 4:15 p.m.	4:15 - 5:00 p.m.	6:00 - 7:30 p.m.	8:00 - 10:00 p.m.

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FRIDAY
JUNE 12, 1981*

*Refer to corresponding number in "Workshop Abstract" for a full description of the sessions

	7:30 - 8:30 a.m.	8:45 - 10:15 a.m.	10:15 - 10:30 a.m.	10:30 a.m. - 12:00	12:00 - 1:30 p.m.	1:30 - 2:45 p.m.	2:45 - 3:15 p.m.	3:15 - 4:15 p.m.	4:15 - 5:00 p.m.	6:00 - 7:30 p.m.	8:00 - 10:00 p.m.
L Hollidome		Den Vigil #20 Interest Centers	Break								
K Resource Room II		Medina #14 Spec Needs Children		Agency Reps #4 Question/Ans Session		Sec Ed Resource #6 Martinez & Valdez					
J Resource Room I				V Wilson #18 Spec Needs Children		R Mata #3 #10 Princpls Orient & Skills Manag Systems					
I Make & Take 3 (Hollidome)		Hunt #25 ESL Make & Take		Hunt #25 ESL Make & Take							
I Make & Take 2 (Hollidome)				Casey #24 ESL Pract Attribute Cards							
I Make & Take 1 (Hollidome)		T Garcia #28B Rdg Make & Take				T Garcia #28B Rdg Make & Take					
H Ballroom	Breakfast				Lunch		Closing				
G Summit Room		K Mata #11 Paraprof in Clsrm		R Mata & Ranger #9 MSATS SIS		K Mata #11 Paraprof in Clsrm					
F Director's Room		Ewy #26 ESL in Content Areas		K Mata #30 Finger Math		Ewy #26 ESL in Content Areas					
E Suite V		Casey #22B ESL Attribute Cards				Casey #22B ESL Attribute Cards					
D Suite IV		V Wilson #32 Cultural Bias in Materials		Dale Vigil #16 Learning Modalities		Dale Vigil #16 Learning Modalities					
C Suite III				T Garcia #19 Native Lang Instruct							
B Suite II		Cordova #13 Lang Assess Pract		Ewy #23 ESL Issues		Cordova #13 Lang Assess Pract					
A Suite I		Sec Ed #6 A & B Martinez		Sec Ed #6 A & B Martinez & Valdez		V Wilson #32 Cultural Bias in Materials					

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CONSULTANTS

Dr. Edward de Avila	Developing Cognitive Skills #31 (Wednesday, Luncheon Speaker) Language Assessment #13
Mary Boynton	Language Assessment #13 Special Needs Children Panel #14 Summer Evaluation #30
Margaret Brown	Family Night Activities Panel #5
Barbara Casey	Advanced ESL and Message Design #22B ESL Techniques: Practicum #24
Gene Chávez	Family Night Activities Panel #5
Anita Cooper	Basic ESL #21 ESL Techniques: Practicum #24
Dr. José Córdova	Language Assessment Practicum #13
Myriam Doerr	Family Night Activities Panel #5
Christine Ewy	Advanced ESL #22A ESL Content Areas #26 ESL Issues - Resource #23
Richard García	Family Night Activities Panel #5
Teresa García	Reading Make and Take #28B Using Native Language for Instruction #19
John Hoffman	Reading: Diagnosis/Techniques Approach #28A Reading: Practicum #28B Reading: Resource #28B
Sonia de Hunt	Keynote: Kids Say the Most Revealing Things (Wed. Breakfast Speaker) ESL Materials #25 First Language Development #27 Language Assessment #13 Secondary Educational Alternatives #8B
Ernesto Jirón	Outdoor Education - Resource #12
Don Lucero	Motivation Maintenance (Thurs. Luncheon Speaker) Secondary Educational Alternatives #8B
Bernie Martínez	Secondary Educational Alternatives #8A/B
Kathleen Mata	Effective Involvement of Paraprofessionals #11 Finger Math #29B
Robert Mata	Follow-up Principal's Orientation #3 Follow-up Skills Management #10 MSRTS/SIS #9
Jeri Medina	IEP's/Lesson Plans #33 Secondary Educational Alternatives #8A Special Needs Children Panel #14 Special Needs Children - Resource #14
Carolyn Nelson	ESL Materials #25
Dr. John Nicoletti Lottie Flater/Benz	Stress Management Techniques (Thursday Dinner Speaker)
Ann Obrzut	Special Needs Children Panel #14 Special Needs Children - Resource #14
Joseph Parent	Summer Evaluation #30

Concepción Peña	Family Night Activities Panel #5
Dr. Juan Ramírez	Training for Trainers #2
Richard Rangel	MSRTS/SIS #9
Anita Ratliff	Language Experience Approach to Reading #28C
Roger Rugg	Math Games #29A Math Games - Make and Take #29A
Stella See	Reading: Diagnosis/Techniques Approach #28A Reading: Practicum #28B Reading: Resource #28B
Euvaldo Valdez	Secondary Educational Alternatives #8A/B
Pat Vaughn	ESL Make and Take #25
Jennie Velasquez-Wilson	Cultural Bias in Materials #32 Family Night Activities Panel #5 Special Needs Children Panel #14 Special Needs Children Resource #14
Dale Vigil	Hemispheric Learning Styles #15 (Wednesday Dinner Speaker) Learning Modalities #16
Dennis Vigil	Interest Centers #20 Learning Modalities - Resource #16

OTHER
CoMERC DIRECT SERVICES
(FY '81)

Project \ Service	Technical Assistance	Check-outs	RIF Distribution
Boulder	12	20	3
St. Vrain	21	40	4
Poudre	12	18	2
Greeley 6	5	4	2
Weld BOCES	6	11	1
West Central BOCS (Montrose)	2	6	2
Burlington (ECBOCES)	-	2	2
Grand Junction (Mesa 51)	2	1	2
SPVBOCES (Ft. Morgan)	9	3	2
Brighton	8	7	2
NCEBOCS (inc.Parker) (Longmont)	16	9	3
Pueblo (SCBOCES)	5	2	2
SLVBOCES (Alamosa)	13	6	4
Holly	6	3	2
Lamar (SEBOCES)	14	9	2
Granada	3	4	1
AVBOCES (La Junta)	13	6	2
Valley Re-1 (Sterling)	1	-	-
Others (inc. CDE)	18	9	-
TOTALS:	LEA 148 Other 18 166	LEA 151 Other 9 160	LEA 38

EVALUATION FEEDBACK

Comments and reactions to individual sessions conducted by CoMERC were obtained after the session and are on file with the inservice information at CoMERC. A comprehensive summary of all the feedback from the Summer Institute was compiled and presented in an Evaluation Summary. That summary was disseminated to Project Directors, Institute consultants, CDE-Migrant Unit personnel and other special guests in September (a copy is available for review from CoMERC).

In order to obtain more general information on CoMERC's services and to attempt to determine long-term effects--another questionnaire was used. One-hundred questionnaires (see following page) were enclosed in the May, '81 issue of La Pirámide (they were put in every 7th copy in order to try for a random sampling). We received 15 completed questionnaires from this process (partly due to its length and to the problem of "end-of-year crunch").

It was decided that this type of input was valuable enough to attempt to increase the sample size. A stratified sample (by job position and project area) was drawn, which yielded 13 names. Phone interviews were obtained with 12 persons, using the Feedback Form.

On the next three pages are the results from the combined mail-in and phone surveys (27 responses total). They indicate a wide range of use of CoMERC services and also a range of satisfaction. It is clear that persons who have used CoMERC services extensively have been quite satisfied, however. The comments and suggestions have already been used by CoMERC in developing the FY '82 Proposal and modifying our delivery system.

CoMERC

(Colorado Migrant Education Resource Center)
Longmont, CO.

1980-81 Regular Year Feedback Form

TOTAL OF 27 / 21
FORMS RETURNED/
INTERVIEWS CONDUCTED

¡¡¡SORPRESA!!! SURPRISE!!!

BY CHANCE — you have received this insert in your Newsletter! You were one out of 7 people, and the other 6 were not lucky enough to get one! Why might you even want to look at it further, you ask?

Wellllll, it's a long story--but in one sentence: the CoMERC staff would like to receive feedback on the services they have provided over the school year. If you could clear your mind and schedule for about 10 minutes to respond and drop this in the return mail, we would be grateful. (By the way, the project directors did give us their approval for such a survey—at the April 10 Association meeting.)

1. Do you work in the migrant education program? YES 27 NO ____

If "NO", you don't need to continue unless you have feedback you want to give us. Please do return the survey anyway, however—as that helps our recordkeeping.

2. What is (are) your job position(s)?

Regular classroom teacher	1/2	Recruiter/Contact/Records Clerk	3 1/2
Migrant Project Director	3	Other (please specify)	Aide 1 1/2
Migrant Teacher/Tutor	17 1/2		Curric. Coord. 1

3. What contact have you had with CoMERC during the 1980-81 school year?

Please put a mark behind all that apply to you.

a. CoMERC staff visited my school/work site and we discussed the services they provide. 13

b. I consulted by phone with CoMERC staff about instructional techniques. 8

c. I consulted in person with CoMERC staff about instructional techniques. 10

d. I consulted with CoMERC staff about project management strategies and/or models (by phone or in person). 5

e. I consulted with CoMERC staff about procedures or instruments for evaluation of children's learning potential or progress. 12

f. I consulted with CoMERC staff about project evaluation strategies. 7

g. I consulted with CoMERC staff on development of a local curriculum library or materials collection. 7

h. I consulted with CoMERC staff regarding a process for evaluating or adapting instructional materials to meet our needs. 9

i. CoMERC staff assisted in assessing our local needs for materials, staff, instructional programs, or inservice. 16

j. I attended an inservice or training session put on by CoMERC in:

1) an instructional technique 13
2) an instructional material 15
3) referral processes (program continuity) 13
4) evaluation instruments/procedures 6
5) parental involvement 6
6) not sure of topic 1

k. CoMERC arranged for another consultant in response to our request. 6

l. I requested, but did not receive an inservice/consultation from CoMERC. 2

m. I examined curriculum materials at the Resource Center. 11

n. I borrowed curriculum materials from CoMERC. 18

o. I reviewed/borrowed evaluation instruments/materials from CoMERC. 8

p. I requested, but did not receive materials from CoMERC. (they were checked out) 2

q. I attended one or more CoMERC Task Force sessions. 9

r. I participated on the Migrant Education Conference Team which was coordinated by CoMERC. 3

s. I am aware of the activities of the Task Force. 12 1/2

t. Other contact I have had with CoMERC over the past 9 months ____

Reading printed information (2)

↓ PLEASE TURN OVER ↓

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4. Now, looking back at the contacts you have had with CoMERC staff

0 = 1
1 = 3
2 = 5
3 = 4
3-10 = 6
10 + = 5

a. how many contacts would you say you had over the 9-month period?

None ____ OR Approximate number ____

b. how much time did they involve?

Mostly very brief 7 Quite lengthy 5 Mixed amounts 9

c. did you get the help you requested most of the time? Yes 18 No 2 ? 5 (None requested)

d. was the process for requesting materials from CoMERC clear to you?

Yes 20 No 5 Yes, but inconvenient or confusing 2

e. was the process for requesting inservice/consultation clear to you?

Yes 14 No 4 Yes, but inconvenient 4

f. how would you rate the quality of service you received from CoMERC?

Inservice/training	Low	1	Medium	9	High	12	N/A	1
Technical assistance	Low	3	Medium	3	High	9	N/A	4
Materials	Low	2	Medium	8	High	10	N/A	4

g. was the scheduling of the services you received suitable and timely?

Yes 11 Sometimes 9 No 1 (Saturday not good)

h. has your project purchased any of the materials reviewed through CoMERC?

Yes 10 No 5 Have no idea 10

i. have you been able to put into practice the ideas presented in any of CoMERC's training sessions that you have attended?

No, none at all ____
Somewhat 15
Yes, to a large extent 6
Always ____

j. have you changed how you communicate with classroom teachers and/or building principals during the past year? Yes 16 No 7 ? 4

*SEE NEXT PAGE

k. do you feel you have contributed to improvement in the education of migrant children in your project area over the past year? Yes 25 No 1 ? 1

If yes, in what way? *SEE NEXT PAGE

5. Have you received the following publications from CoMERC this last year?

a. Monthly Calendar (CoMERC/CDE/other agency activities and notes) Yes 21 ? 3 No 3

b. News, Prevues 'n Revues (monthly listing of new CoMERC acquisitions) Yes 18 ? 4 No 5

c. La Pirámide (December and this May issue of CoMERC newsletter) Yes 19 ? 5 No 3

6. Do you have any additional information about CoMERC's services or their method of delivery which you would like CoMERC staff to consider in their planning for next year? If so, please enclose a separate note—or jot it in the margin (what there is!!).

*SEE NEXT PAGE

PLEASE FOLD, STAPLE AND MAIL THIS FORM (ADDRESS BELOW) BEFORE YOU CLOSE UP SHOP.

WE THANK YOU FOR TAKING THE TIME TO GIVE US YOUR COMMENTS

Attachment To

1980-81 Regular Year Feedback Form

* Responses to 4j:

- more contact (2)
- more information (2)
- talking to other directors has made internal communications easier
- easier in elementary

* Responses to 4k:

- give them confidence and positive feedback, show them why they may not do as well (due to language) (4)
- getting help for children previously overlooked/having resources to individualize (2)
- helping in oral expression (2)
- teaching English to those who don't know any (2)
- more consistent tutoring
- more materials
- improvement in reading and math
- relating what teachers say to parents/more parent involvement/ attending PAC meetings (2)
- helping families with what they need/getting their trust
- making people aware I am a professional/respect and need for a tutor (2)
- work with teachers individually on MSRTS
- better teaching techniques in the classroom
- more involved with regular curriculum in district (eg. Brisc Skills)
- improve visibility
- better program organization

* Responses to 6:

- correspondence--receiving it is sometimes a problem (no problem with length or understandability)
- generate too much paperwork/lots of jargon
- CoMERC is too far from us--BOCES fills our needs (with help from CoMERC in some cases)
- hard to get there to review materials
- have training like the Institute during May
- present in more ways than just a newsletter (show and tell, for example)
- not aggressive enough
- CoMERC staff is very available, positive, responsive, and congenial. You all do a good job.
- I was for the Mobile Unit. I don't feel CoMERC can take its place.

DISSEMINATION EFFORTS

During our second year, we modified the dissemination of information as follows:

1) published only 3 issues of the newsletter La Pirámide (two during regular year and one summer issue) and distributed 1200 copies to project staff, CDE personnel and other agency representatives

2) initiated a monthly publication entitled News, Prevues 'N Revues, which provides annotated bibliographic information on new acquisitions of materials

3) developed a monthly calendar of CoMERC, CDE and other relevant activities, plus timely notes and articles

4) disseminated two installments of a Consultant Bank with names, expertise and contact information on potential resource persons for local projects

5) other major activities to increase the visibility of our services included an Open House and a presentation to the State Board of Education in April

6) CoMERC staff routinely attends Migrant Program Director's quarterly sessions and Director's Association meetings

7) CoMERC staff made presentations at the CABBE, Title I Parent Involvement and Western States Conferences and attended the National and Credit Exchange Conferences.

CONCLUSIONS

The review of CoMERC's progress during FY '81 (September, 1980 through September, 1981--due to a change in the fiscal year) must be viewed in comparison to goals. Information in this report supports conclusions as follows:

1. *Conduct needs assessment for training and for migrant education materials.*

   CoMERC did some assessment directly and began the process of guiding projects toward self-assessment.

2. *Provide training, technical assistance and programatic assistance to LEA's.*

   A major effort in training was accomplished through the Summer Institute and other inservices--but impact in the classroom was limited and can be improved. Technical assistance has increased dramatically and is fairly evenly spread across the state. It is clear that some aspects of our service delivery system need clarifying, however.

3. *Pilot and field test materials as they are developed by CoMERC and LEA's.*

   CoMERC did not make headway on this goal due to limitations on time and facilities. Therefore, in June it was requested that this goal be eliminated for FY '81. A limited form of piloting has been reinstituted for FY '82 in the areas of materials, evaluation design, professional development approaches and parental involvement strategies.

4. *Organize a communication and coordination network of all LEA's, CDE and Institutes of Higher Education in the proposed service region to foster close working relationships.*

   In June it was requested that this goal be reworded to read "Communicate and coordinate with CDE and other educational agencies concerning CoMERC activities." This reflects the slight shift in CoMERC role which took place during the first year and one-half of operation. The number of information-sharing sessions with other agencies and the dissemination activities support a conclusion of substantial progress.

5. *Augment collection of instructional and professional materials in the Center for purpose of review and analysis and for CoMERC staff to use in staff development services.*

Major strides were made in collection of materials and in check-outs for review to LEA's (although the closer projects still use this service heavily than outlying ones). Review and analysis of instructional materials was extensive and results were widely disseminated monthly. However, demonstration/display of materials was very limited (except during the Institute).

6. *To assist LEA's so they can establish material collections according to their unique needs.*

Progress toward this objective was made at the level of helping LEA's to be aware of the need for and some approaches to augmenting local collections. However, the actual establishment of organized collections has been limited.

Some of the indicators which have excited CoMERC staff over the year are:

- increased communications with personnel at various levels in LEA's and from across the state
- greater requests for assistance in locating resources
- some increase in coordination and visibility of migrant education within districts/BOCES
- plans for refinement of internal operating systems.

We feel the need to improve the following aspects in FY '82:

- greater dissemination of CoMERC publications to LEA line staff
- assurance that training will be translated into action
- provision of systems and models for LEA staff to develop/ locate local resources
- putting in place and maintaining effective operating systems for CoMERC.

APPENDIX

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OBJECTIVE	ACTIVITY	EVALUATION
1. TO MAINTAIN COMMUNICATION AND COORDINATION WITH CDE	1. A. COORDINATE REGULAR JOINT MEETINGS	1. A. REVIEW OF STATUS BY CDE AND CoMERC STAFF
	B. SEND COPIES OF ALL RELEVANT MATERIALS TO CDE	
	C. SUBMIT REQUIRED REPORTING	
	D. CLEAR MAJOR CHANGES IN ACTIVITIES, BUDGET	
2. To direct the efficient operation of CoMERC	2. A. Coordinates the activities and staff of CoMERC, USING 'REQUEST FOR SERVICES' REVIEW TO DECIDE ON BEST ALLOCATION OF STAFF TIME	2. A. ~~Schedules and assignments will be on file~~ - STAFF MEETING MINUTES
	B. Evaluate the performance of all CoMERC staff	B. Performance evaluation will be on file
	C. Hold regularly scheduled staff meetings to keep abreast of all consultant activities, to update CoMERC consultants on any CoMERC policy changes and to update each other on BOCES-wide matters	C. ~~Minutes of meetings will be on file~~
	D. Guide and monitor the spending of CoMERC funds (WITH ROBERTO MATA HAVING THIS AUTHORITY IN RICHARD'S ABSENCE)	D. Fiscal reports, Accounting reports will be on file
	E. Contact the different news media to establish and continue a positive public relations effort for CoMERC activities and projects	E. A news media scrapbook will be on file

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OBJECTIVE	ACTIVITY	EVALUATION
2. ~~To coordinate the development of a CoMERC policy manual~~		
3. ASSIST IN THE DEVELOPMENT OF AN NCEBOCS POLICY MANUAL	3. A. ATTEND REGULAR MEETINGS OF COMMITTEE B. PERFORM DUTIES AS NEEDED	3. A. WEEKLY PROGRESS REPORT B. DOCUMENT ON FILE
4. To coordinate the development and dissemination of a CoMERC ~~users'~~ POLICIES AND PROCEDURES manual (COMPLETION PLANNED FOR ~~FEBRUARY, 1981)~~ ~~MAY, 1981)~~ AUGUST, 1981) (2/81) (5/81)	4. A. COLLECT OTHER RESOURCE CENTER POLICY/PROCEDURE MANUALS AND REVIEW FOR RELEVANCE B. Collect all CoMERC forms, policies, philosophy C. In conjunction with consultants, develop new policies D. Final draft will be presented to the Executive Director of NCEBOCS and CDE for approval E. Insert all relevant information into loose leaf notebooks and disseminate	4. E-1. ~~Users'~~ POLICY/PROCEDURE manual will be on file with all project directors E-2. Improper requests for services will be reduced

CoMERC MANAGEMENT COMPONENT

OBJECTIVE	ACTIVITY	EVALUATION
5. ~~To facilitate continued operation of the Management and Evaluation Task Force~~ TO COOPERATE WITH THE DIRECTORS' ASSOCIATION IN ADDRESSING PRIORITY NEEDS. (2/81)	5. A. Attend all Management and Evaluation Task Force meetings and work toward progress in tasks undertaken	5. A. Minutes of ~~Management and Evaluation Task~~ Force DIRECTORS' ASSOCIATION meetings will be on file (2/81)
	B. Meet with Evaluation consultant regarding needed action	B. Record of meetings with evaluation consultant and actions will be on file
	C. Perform CoMERC duties required by Task Force action	C. Searches, activities on tasks required by ~~Task Force~~ DIRECTORS' ASSOCIATION function will be on file (2/81)
	D. PROVIDE FOR COORDINATION WITH SD/CM TASK FORCE	
6. To provide technical assistance in management ~~when requested~~	6. A. Depending on the type of assistance requested, the CoMERC Director will prepare for the request or will search for a consultant that will deliver services	6. A. Request for Services form, correspondence and the confirmation will be on file. Session evaluation summary
	B. Take care of all logistics regarding the request	B. Records and documents of contracts will be on file
	C. SEEK MODELS FOR EFFECTIVE PROGRAM MANAGEMENT AND DISSEMINATE	C. FOLLOW-UP QUESTIONNAIRE TO DIRECTORS
~~7. Under the direction of CDE, and in cooperation with Migrant Education directors, CoMERC will develop a handbook for administrators~~	~~7. A. Collect other state handbooks~~	

OBJECTIVE	ACTIVITY	EVALUATION
7. PROVIDE RESOURCES TO CDE IN THEIR DEVELOPMENT OF AN ADMINSTRATIVE HANDBOOK FOR COLORADO MIGRANT EDUCATION	7. A. RESEARCH MODELS, RESOURCES AS REQUESTED BY CDE ~~B.--Synthesize-the-information-and-disseminate~~ B. Survey all program directors to determine what should go in the handbook ~~D.--Print-rough-draft-and-disseminate-for feedback~~ ~~E.--Include-comments-and-print-final-form and-present-to-CDE-for-approval-and-dissemination~~	7. B. FEEDBACK FROM CDE, DIRECTORS ON FOLLOW-UP QUESTIONNAIRE ~~7.--E.--Final-form-will-be-on file-and-with-all directors-~~
8. To disseminate models for effective parent involvement	8. A. An ERIC search will be conducted on effective Parent Involvement Models B. Abstracts will be reviewed and analyzed for relevancy and complete documents will be ordered C. Program models will be synthesized and disseminated to local projects	8. A. Search documents will be on file B. Complete documents on effective parent involvement will be on file C. Correspondence and synthesized reports will be on file
9. ~~To-improve-program-planning-and fiscal-management~~ under the direction of CDE, CoMERC will develop cost effective models, cost efficiency standards and economies of scale for local migrant programs	9. A. Search for and identify expertise in cost effective models B. Assist in coordinating and developing standards for cost efficiency	9. A. A resource file on experts will be on file B. Other cost efficiency standards will be filed. Developed standards will be filed and follow-up with CDE will be made to [illegible]

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CoMERC MANAGEMENT COMPONENT

OBJECTIVE	ACTIVITY	EVALUATION
9. ~~To improve program planning and fiscal management~~ under the direction of CDE, CoMERC will develop cost effective models, cost efficiency standards and economies of scale for local migrant programs (continuation)	9. C. Coordinate a colloquim for local migrant program administrators	9. C. CoMERC session evaluation forms will be completed and filed for inspection

CoMERC EVALUATION COMPONENT

Revised 11/80,2/81, 5/81

OBJECTIVE	ACTIVITY	EVALUATION (By objective not by specific activity)
1. To provide requested inservice on evaluation procedures and instruments in an efficient manner.	1. A. respond to all stated requests (regionally) B. advertise services available C. plan and put on one area-wide session (with topic to be determined after summer visits to projects)	- have all requests been met and did the area-wide session receive positive evaluations? - NOTIFICATION OF SERVICES FORMS - FOLLOW-UP QUESTIONNAIRE
2. To provide ~~assistance~~ RESOURCES/ CONSULTATION to CDE in ~~coordinating efforts to~~ establishing a strong evaluation design of migrant program impact.	2. A. meet with CDE to determine needed action ~~which may include the following activities~~ ~~B. gather as many existing designs from other states as possible~~ B. PROVIDE ASSISTANCE AS REQUESTED ~~C. review the above for workability and relevance~~ C. CONSULT WITH PLANNING AND EVALUATION PERSONNEL, AS NEEDED ~~D. gather a consortium of "experts" to review these and revise as indicated (including coordination with CDE Migrant and Planning and Evaluation Units)~~	- the existence of a design which is acceptable to Task Force members - NOTES OF MEETINGS - FOLLOW-UP QUESTIONNAIRE
3. To help projects to develop their own valid, reliable and workable evaluation designs to measure achievement of local objectives (not addressed by #2).	3. A. do individual consulting upon request B. provide follow-up assistance in making needed revisions, implementation and interpretation C. DISSEMINATE RESULTING DESIGNS TO LOCAL DIRECTORS AS EXAMPLES	- evaluation of the service by project staff (FOLLOW-UP QUESTIONNAIRE) - PROGRESS REPORT

CoMERC EVALUATION COMPONENT

OBJECTIVE	ACTIVITY	EVALUATION (By objective, not by specifi activity)
4. To provide technical assistance to project personnel in GATHERING, interpreting and using results of evaluation	4. A. disseminate information to directors on possible uses of data gathered (both in written form and on bi-annual visits) B. make presentations supporting this idea at Task Force meetings C. PROVIDE TECHNICAL ASSISTANCE TO INDIVIDUALS	- examine results of CoMERC site visits for evidence of use of evaluation data - NEWSLETTER ARTICLES - FOLLOW-UP QUESTIONNAIRE - TASK FORCE SYNOPSES
5. To locate, analyze and disseminate information on new evaluation instruments which may be relevant and feasible for Local Migrant programs on an ongoing basis.	5. A. order existing and new instruments B. review for reliability, validity, ease of administration and relevance C. disseminate results of the analysis to all area directors D. PROVIDE INVENTORY OF INSTRUMENTS AVAILABLE AT CoMERC	- self-report of time spent on the task - copies of disseminated information (MONTHLY BRIEFS, NEWSLETTER ARTICLES) - FOLLOW-UP QUESTIONNAIRE
6. ~~To facilitate continued operation of the Management and Evaluation Task Force~~ TO COOPERATE WITH THE DIRECTORS' ASSOCIATION IN ADDRESSING PRIORITY NEEDS 2/81	6. A. attend all sessions and work toward progress in tasks undertaken B. meet with CoMERC director regarding needed action C. perform duties required by tasks undertaken D. PROVIDE FOR COORDINATION WITH STAFF DEVELOPMENT/CURRICULUM-MATERIALS TASK FORCE	- ~~results of Task force self-evaluation at meetings (at least quarterly)~~ - SELF-REPORT OF TIME ON TASK 2/81 - FOLLOW-UP QUESTIONNAIRE 2/81

CoMERC EVALUATION COMPONENT

OBJECTIVE	ACTIVITY	EVALUATION (By objective, not by specific activity)
7. To implement a clearinghouse for NON-ENGLISH assessment and diagnostic expertise ~~which is~~ available to projects.	7. A. survey Colorado districts for personnel capable of and willing to undertake such jobs B. survey public agency personnel, if necessary C. disseminate results of above to projects	- COPY OF CLEARINGHOUSE INFORMATION - REPORTS OF USAGE BY PROJECTS (FOLLOW-UP QUESTIONNAIRE)
8. To coordinate formative evaluation of CoMERC services (including needs assessment, as indicated)	8. A. develop forms as needed for specific sessions B. tabulate and summarize results C. prepare narrative summaries, as needed D. disseminate results to presenters E. encourage use of results in improvement F. prepare quarterly and annual summary reports G. DEVELOP, SHARE, IMPLEMENT, INTERPRET FOLLOW-UP QUESTIONNAIRE REGARDING IMPACT OF CoMERC SERVICES ON PROJECTS (MAY)	- FEEDBACK FROM CoMERC STAFF AS TO USEFULNESS OF RESULTING DATA - FEEDBACK FROM CDE PERSONNEL AS TO KNOWLEDGE OF CoMERC PROGRESS - TIMELINESS AND APPEARANCE OF REPORTS

CoMERC EVALUATION COMPONENT

OBJECTIVE	ACTIVITY	EVALUATION (By objective, not by specific activity)
9. To undergo self-development activities which maintain and improve evaluation skills	9. A. attend conferences which provide information in areas Evaluation Consultant does not presently have sufficient expertise	- self-evaluation of progress in skill-building - PERFORMANCE EVALUATION
	B. share information from conferences attended by other BOCES and CoMERC staff	
10. To edit and disseminate ~~four~~ three (5/81) CoMERC Newsletters in a fashion which supplements the objective-achievement of all four components	10. A. determine project needs for information	- review of four issues by CoMERC staff - reports of use of information by project staff - requests for Newsletters - FEEDBACK FROM CDE
	B. determine CoMERC/CDE needs to give information	
	C. set priorities for information to be included	
	D. solicit articles	
	E. write and rewrite articles ~~and briefs~~	
	F. OBTAIN REVIEW BY CDE PRIOR TO PUBLICATION	
	G. coordinate with the printer	
	H. oversee format and layout process	
	I. coordinate the dissemination effort	

OBJECTIVE	ACTIVITY	EVALUATION
1. By providing continuing experiences in methodologies specific to migrant children, staff will demonstrate increased competency.	1. A. Visit and observe other programs, research and identify methodologies that work with migrant children	- standard checklist and narrative (developed by Task Force) and student academic progress
	B. Refine, conduct and compile needs survey to determine staff's level of knowledge and needs	- standard needs and knowledge survey formulated by Task Force; publish results
	C. ~~Locate and screen consultants and master teachers i.e. state, national local resources whose expertise is in identified methodologies~~ (DELETE MOVE TO OBJECTIVE 5--5/81)	- ~~(Consultant bank). (see Appendix J) List of people, compile and publish and distribute to districts~~ (5/81)
	D. Conduct specific inservice sessions, provide districts with series of sessions, provide regional and state workshops	- standardized evaluation forms with narrative at inservice. Follow-up questionnaire
	E. Attend and present information from conferences. Report back to local projects	- Task Force member who attends conference will submit written report to CoMERC to keep on file. Publish and distribute to districts list of conferences and sessions attended (in Newsletter)
	F. Publish and circulate research on methodologies as requested	- Task Force quarterly progress report. (Brief description of everything Task Force has done in each 3 months)

OBJECTIVE	ACTIVITY	EVALUATION
2. By providing learning experiences in classroom management systems, the staff will demonstrate increased competencies as measured by utilization of such systems and through student skill growth by criterion-referenced testing (REGULAR AND SUMMER).	2. A. Provide training in classroom management systems (BIP, PIRAMID, ETC.) to local project sites.	- observation of classrooms to determine use and effectiveness of classroom management systems (see Appendix M)
	B. Provide training in effective use of criterion-referenced tests and their relation to student instruction in the classroom	- classroom observation, classroom profiles, test results using CRT's
3. To identify strategies that will provide for effective use of ~~para-professionals-and-parents~~ RESOURCE PERSONS in the ~~classroom~~ SCHOOLS.	3. A. Certified instructional staff will develop an operative classroom plan that will demonstrate effective utilization of the ~~paraprofessional~~ RESOURCE PERSONS (through expertise or inservice) (FOCUS IN SUMMER)	- documentation of how the ~~para-professional~~ RESOURCE PERSON is utilized in the classroom as a result of training throughout the year
	B. Staff will establish methods of utilizing parents within the classroom through workshops provided for staff and parents	- ~~documentation-of-parent-involvement-(i.e.,-type-of-involvement dates,-times,-#-of-parents)~~ - FOLLOW-UP QUESTIONNAIRE
	C. PROVIDE INFORMATION TO MIGRANT STAFF ON EFFECTIVE COMMUNICATION PROCEDURES WITH CLASSROOM TEACHERS	- PROGRAM OBSERVATIONS - FOLLOW-UP QUESTIONNAIRE
4. To provide learning experiences to staff in sensitivity and understanding of a student's cultural influences and self-development	4. A. Provide opportunities for staff to attend seminars and workshops where they will participate in cultural awareness experiences	- classroom observation that reflects increased sensitivity towards cultural differences
	B. Classroom demonstrations of activities that will help towards developing positive self-concept	- checklist whereby instructional staff will evaluate their attitude toward the different cultural backgrounds in their classrooms (INCLUDED IN FOLLOW-UP QUESTIONNAIRE)

OBJECTIVE	ACTIVITY	EVALUATION
5. ~~Coordinate staff development training with CDE units and with the Institutes of Higher Education in the region~~ COMMUNICATE/COORDINATE WITH CDE AND OTHER EDUCATIONAL AGENCIES CONCERNING ALL RELEVANT PROFESSIONAL DEVELOPMENT ACTIVITIES (5/81)	5. A. ~~Communicate with CDE units and the Institutes of Higher Education to plan and coordinate staff training for migrant education staff in the region for graduate and undergraduate credit (i.e., institutes, workshops, credit courses)~~ LOCATE AND SCREEN CONSULTANTS AND MASTER TEACHERS, i.e. LOCAL, STATE, AND NATIONAL RESOURCES WHO HAVE EXPERTISE IN IDENTIFIED METHODOLOGIES (5/81)	- ~~projects will submit documentation of #'s of staff attending training sessions and receiving college credit~~ - ~~documentation of meeting with CDE and the Institutes of Higher Education~~ - CONSULTANT BANK ON FILE AND DISSEMINATED TO LOCAL PROJECTS - DOCUMENTATION OF COMMUNICATION WITH CDE AND OTHER EDUCATIONAL AGENCIES (5/81)
	B. ~~COOPERATE WITH STATE EFFORT THROUGH THE NATIONAL INSERVICE NETWORK~~ (TERMINATE AS OF FEBRUARY, 1981) (5/81)	- ~~SELF-REPORT~~
	C. ESTABLISH AN EDUCATIONAL AGENCY MAILING LIST (5/81)	
	D. WHERE POSSIBLE PROVIDE INSERVICE AND/OR UNIVERSITY CREDIT FOR SESSIONS (5/81)	- IHE/DISTRICT/APPROVAL FORM ON FILE (5/81)
	E. ASSIST LEA'S IN DETERMINING LOCAL AND REGIONAL INSERVICE TRAINING FOR FY'81 ~~to display on a~~ (MASTER CALENDAR ~~at CoMERC~~ TO BE SENT TO PROJECTS ON A MONTHLY BASIS) (5/81)	- COMPLETED INSERVICE SHEET SUBMITTED WITH LEA PLAN. MASTER CALENDAR ON DISPLAY AT CoMERC AND RECEIVED BY PROJECTS (5/81)
	F. PLAN AND ASSIST WITH TRAINING DESIGNED TO DEVELOP EXPERTISE IN PEER TRAINING AT THE LOCAL LEVEL (5/81)	- DESIGNATION OF LEA PEER TRAINERS (5/81)

OBJECTIVE	ACTIVITY	EVALUATION
6. Review and refine a process for the request and delivery of in-services	6. A. ~~Projects will complete a "Local Project Information Sheet" for regular and summer programs prior to requesting services (see Appendix D)~~ OBTAIN RELEVANT LOCAL PROJECT DATA FROM CDE FILES (5/81)	- ~~#'s of documents on file at CoMERC and LEA~~ - RELEVANT PROJECT INFORMATION ON FILE AT CoMERC (5/81)
	B. Projects will complete a "Request For Services" form when needing assistance. The form will indicate the specific inservice need(s) as well as #'s to participate and level of expertise of staff (see Appendix E)	- document on file at CoMERC and LEA (for each inservice)
	C. Projects will receive a "Notification of Services" letter once their request is determined. Letter will indicate type of inservice, location, date, time, and consultant (see Appendix F)	- document on file at CoMERC and LEA (for each inservice) - FOLLOW-UP QUESTIONNAIRE
~~7. To develop a system for maintaining a calendar of CoMERC inservices and activities~~ DELETE (5/81)	~~7. A. Assist LEA's in determining local and regional inservice training for FY '81 to display on a (master calendar at CoMERC TO BE SENT TO PROJECTS ON A MONTHLY BASIS)~~ (MOVED TO 5E 5/81)	- ~~completed inservice sheet submitted with LEA plan. Master calendar on display at CoMERC AND RECEIVED BY PROJECTS~~ (MOVED TO 5E 5/81)
	B. ~~Disseminate inservice schedules on a quarterly basis to all projects~~	- ~~La Piramide newsletter articles, memorandums~~

CoMERC STAFF DEVELOPMENT COMPONENT

OBJECTIVE	ACTIVITY	EVALUATION
I 7. Provide leadership to Staff Development and Curriculum Materials Task Force and participate in its activities	I 7. A. Coordinate and co-facilitate meetings	- agendas, letters, recorders notes on file
	B. Perform assigned tasks as they arise	
	C. PROVIDE FOR COORDINATION WITH ~~MANAGEMENT/EVALUATION TASK FORCE~~ THE ASSOCIATION (5/81)	
~~9. Plan and assist with ongoing in-service training designed to develop expertise of state task force members who will, in turn, conduct training of personnel in the LEA's~~ (MOVED TO 5F 5/81)	~~9. A. Determine needs by Task Force survey~~	- ~~summarized survey of needs~~
	~~B. Provide needed training (CoMERC or external) at designated Task Force meetings~~ (5/81)	- ~~evaluation of sessions~~ (5/81)
II 8. To undergo self-development activities for professional self-improvement	II 8. A. Attend conferences for further training	- self-evaluation of progress
	B. Share information with CoMERC staff and LEA's	- correspondence with LEA's
	C. Participate in courses specific to self-improvement through the Institute of Higher Education	- registration and documentation by transcript
II 9. PROVIDE TECHNICAL ASSISTANCE TO LOCAL DIRECTORS IN DOING STAFF ANALYSES, ON REQUEST	II 9. A. IN CONJUNCTION WITH THE DIRECTOR, PERFORM WORK ANALYSES	
	B. IN CONJUNCTION WITH THE DIRECTOR, DEVELOP JOB DESCRIPTIONS	- RESULTING DOCUMENTS ON FILE
	C. IN CONJUNCTION WITH THE DIRECTOR, DEVELOP PROCESS FOR STAFF PERFORMANCE EVALUATION	- FEEDBACK ON FOLLOW-UP QUESTIONNAIRE

OBJECTIVE	ACTIVITY	EVALUATION (By objective, not by specific activity)
1. Maintain a curriculum library at CoMERC for the review and piloting of instructional materials by locals and for support to non-funded school districts enrolling migrant children	1. A. Refining the cataloging system	- Dissemination of ~~annotated catalogue~~ TITLE INVENTORY to locals - Inventory card catalog existence - ~~Disseminating~~ Materials ~~utilization briefs through the Newsletter or~~ ACQUISITION flyerS - NEWSLETTER ARTICLES - FOLLOW-UP QUESTIONNAIRE - MATERIAL EVALUATION FORMS ON FILE - CHECK-OUT TABULATIONS (5/81)
	B. Cataloging and organizing materials, ~~(see Appendix G)~~ INCLUDING 1) SUPERVISION OF SUPPORT STAFF ON THIS EFFORT AND 2) SORTING, INVENTORYING AND SHELVING USC MOBILE UNIT MATERIALS	
	C. Printing and disseminating ~~an annotated catalog~~ LIST of CoMERC materials to LEA's	
	D. Designing and implementing a process for field testing materials	
	F. Keeping LEA's informed of new acquisitions thru ~~written utilization briefs~~ MONTHLY FLYERS	
2. Augment instructional and professional growth materials	2. A. Collecting resource bank of commercial suppliers and local producers of materials	- Supplier catalog file - Increase in Inventory card catalog - MATERIALS ACQUISITION FLYERS - INSERVICE MATERIALS CATALOGUED INTO PROFESSIONAL COLLECTION
	B. Gathering, reviewing, evaluating commercial ~~and teacher~~ (5/81) materials	
	C. Developing materials for ~~instruction~~ and inservice	
~~3. Implement and maintain an inter-project loan system of films, movie camera, story book collection, professional collection~~ (TO BE IMPLEMENTED IN FY'82)		

OBJECTIVE	ACTIVITY	EVALUATION (By objective, not by specific activity)
3. Will train migrant staff in the use of instructional materials ~~and in ESL methodologies~~ UPON REQUEST (2/81)	3. A. Coordinating with and assisting the staff development consultant in training of migrant staff B. Responding to particular material and inservice requests C. Adapting materials used in the training	- record of requests and my response - inservice evaluation forms - FOLLOW-UP QUESTIONNAIRE - PROGRAM OBSERVATIONS
4. ~~TRAIN MIGRANT STAFF IN ESL METHODOLOGIES~~ PROVIDE TECHNICAL ASSISTANCE TO MIGRANT STAFF IN ESL METHODOLOGIES (2/81)	4. A. ~~COORDINATING WITH AND ASSISTING THE STAFF DEVELOPMENT CONSULTANT IN TRAINING OF MIGRANT STAFF~~ (5/81) B. RESPONDING TO PARTICULAR MATERIAL AND INSERVICE REQUESTS C. ~~ADAPTING MATERIALS USED IN THE TRAINING~~ (5/81)	- RECORD OF REQUESTS AND MY RESPONSE - INSERVICE EVALUATION FORMS - FOLLOW-UP QUESTIONNAIRE - PROGRAM OBSERVATIONS
5. Provide technical assistance to LEA's in the development and maintenance of local curriculum libraries	5. A. Training migrant staff in process for using CoMERC curriculum library B. Responding to requests for assistance in the development and maintenance of local cataloging systems ~~C. Printing and disseminating short handbook on cataloging of materials~~ C. ~~TRAINING LOCAL STAFF IN VARIOUS DELIVERY SYSTEMS~~ ASSIST LOCAL MIGRANT STAFF IN DEVELOPING LOCAL DELIVERY SYSTEMS (5/81) ~~D. Printing and disseminating handbook on basic material needs of all programs~~ D. WORK WITH PROGRAMS IN DETERMINING LOCAL MATERIAL NEEDS	- ~~Constant use of library from Request Forms (Appendix H)~~ (5/81) - FOLLOW-UP QUESTIONNAIRE - NEEDS ASSESSMENT FORMS - CHECK-OUT TABULATIONS ON FILE (5/81) - MATERIAL NEEDS SENSING FORMS/ PROCESS ON FILE (5/81) - ~~handbooks distributed to LEA's~~

OBJECTIVE	ACTIVITY	EVALUATION (By objective, not by specific activity)
6. Provide leadership to Staff Development, Curriculum and Materials Task Force and participate in its activities	6. A. Coordinating and co-facilitating meetings	- agendas, letters, recorders' notes on file
	B. ~~Assisting in the development of a suggested curriculum for summer programs~~ PERFORMING ASSIGNED TASKS	
	C. ~~Assisting in the utilization of existing curricula during the academic year~~ PROVIDE FOR COORDINATION WITH ~~MANAGEMENT/EVALUATION TASK FORCE~~ ASSOCIATION (5/81)	
7. ~~Assist CoMERC LEA migrant staffs STAFF MEMBERS in translating printed materials~~ (TERMINATED AS OF 5/81)	7. A. Responding to request for such, if time permits	- ~~documentation of requests~~ - PHOTOCOPY OF TRANSLATIONS
	B. ~~Providing inservice in Spanish Composition for the writing of materials in Spanish for bilingual staff members~~	
	C. ~~Help identify local translators~~	
8. Become more knowledgeable in curriculum development, materials, elementary methodologies, the educational needs of migrant children	8. A. Attending conferences, workshops, in-services, classes	- reports on file - Newsletter articles
	B. Researching the literature	
	C. Visiting migrant classrooms and assisting teachers during visitations	